



2009 - 2010

STUDENT HANDBOOK AND COURSE CALENDAR

OUR MISSION

Smithville Christian High School offers a Christ-centred education, in a nurturing atmosphere, which enables students to develop their talents to the fullest potential for service in all areas of God's Kingdom.

Program Goals

In our striving for excellence, the program at Smithville Christian High School directs the student to ...

1. develop a solid scriptural knowledge in order to
 - a use the Bible as a guide for living.
 - b recognize the universal rule of Christ.
 - c consider issues from a Biblical perspective.
2. demonstrate Christian character and wisdom in order to
 - a act with integrity, respect and honesty.
 - b promote justice and mercy.
 - c commit to further learning and growing.
3. identify his/her personal gifts and be ready to use them to
 - a give leadership in an area of expertise or interest.
 - b promote justice and mercy in a hurting world.
 - c serve obediently and boldly for the sake of God's kingdom.
4. understand how to build community and be ready to
 - a develop caring relationships.
 - b cooperate and resolve conflicts.
 - c respond to strangers and those unlike them with kindness and understanding.
5. communicate with clarity, integrity and conviction demonstrated by an ability to
 - a use the gift of language with proficiency.
 - b speak and write confidently and persuasively.
 - c speak the truth lovingly and forthrightly.

6. identify and wonder at God's handiwork in creation with an ability to
 - a grasp the beauty and order of creation.
 - b connect the greatness of God with the detail of what he has made.

7. understand and form a biblical perspective on the forces that shape human culture with an ability to
 - a understand history.
 - b act as a responsible citizen.
 - c interact wisely with culture.
 - d discern the redemptive value of human undertakings.
 - e develop well supported viewpoints on a broad range of issues.

8. Image God with creativity in an ability to
 - a express him/herself in joyful thanksgiving.
 - b understand great artistic or literary works.
 - c understand how literature and art comment on the human condition.

9. Exercise good stewardship with an ability to
 - a use the body in healthy and playful ways.
 - b use time efficiently.
 - c use creation's resources responsibly.
 - d view money and possessions as gifts from God to be used wisely.
 - e using technology wisely and effectively.

DIPLOMA AND OTHER PROGRAM REQUIREMENTS

General Program Information

a. Smithville District Christian High School Diploma

In order for a student to receive the Smithville Christian High School diploma, he/she must complete two Bible courses and a senior Christian Perspectives course (all counted as Ministry approved credits), as well as all Ministry requirements for a total of 30 credits and courses. In addition they must complete and pass a portfolio interview at the end of their grade 12 year.

b. Ontario Secondary School Diploma (OSSD)

When a student has met the requirements for the OSSD, the principal of this high school may grant the diploma. In our case, the Ontario Ministry of Education must regularly approve the education taking place in our school before diplomas may be issued.

c. Diploma Requirements

The course requirements for earning a diploma in Ontario have been spelled out in various Ministry of Education documents. Smithville District Christian High School has the expressed desire to continue to offer the Ontario Secondary School Diploma (OSSD), and will thus abide by the stipulations in these documents. Besides meeting the needs of our Christian Community, the courses offered by this school have been developed according to the requirements of the Ministry.

Under the regulations of the Ministry, any student entering grade 9 must earn a minimum of 30 credits, including:

- 18 Compulsory credits
- 4 English *
- 1 French-as-a-second-language
- 3 Mathematics (at least 1 credit in Grade 11 or 12)
- 2 Science
- 1 Canadian geography
- 1 Canadian history
- 1 Arts
- 1 Physical and health education
- 0.5 Civics
- 0.5 Career studies

Plus one credit from each of the following groups:

- 1 additional credit in English, or French as a second language, or a Native Language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education.**
- 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education.**
- 1 additional credit in science, or technological education, or cooperative education.**

*12 Elective credits*** - (Choice) Select from available courses.*

Note: * A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.**A maximum of 2 credits in

cooperative education can count as compulsory credits.***May include up to four credits achieved through approved Dual Credit course.

Plus: Other requirements:

- 40 hours of community involvement activities.
- Successful completion of the secondary school literacy test

d. Credits

A “credit” is earned by the completion of 110 hours of classroom instruction, with a final mark of 50% or greater. A half credit is defined as 55 hours.

e. Compulsory Credits

There are 18 secondary school credits, prescribed by Ministry and Smithville Christian High School policy, that a student must earn in order to satisfy the requirements for an OSSD diploma. There are 20 secondary school credits, prescribed by Smithville Christian High School policy, that a student must earn in order to satisfy the requirements for an SDCH diploma. Course outlines are available in the school office, should you wish to examine them.

f. Elective Optional Credits

Elective courses are a list of courses from which 12 must be chosen to fulfill the remainder of the diploma requirement of 30 credits.

g. The Certificate of Accomplishment.

Students who leave school before fulfilling the requirements of the OSSD, or the Ontario Secondary School Certificate (see below) may be granted a Certificate of Accomplishment. This certificate will be accompanied by the student’s Ontario Student Transcript. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training or who plan to find employment after leaving school.

h. The Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) is granted on request to students who leave school before earning enough credits to comply with the Ontario Secondary School Diploma but who have accumulated at least the following credits.

Compulsory credits: (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Elective Optional credits (total of 7)

7 credits selected by the student from available courses.

i. Substitution for a compulsory credit

The principal may replace up to three compulsory courses (or the equivalent in half-courses) with courses from the remainder of those that meet the compulsory credit requirements. Substitutions are made to promote and enhance student learning, or to meet special needs and interests. Each substitution will be noted on the student’s OSR.

j. The Intermediate Program (grades 9 and 10)

The courses in grade 9 and 10 recognize that students enter high school with different gifts, abilities and goals. Students can take courses that are suited to their needs and can gradually help them work towards their goals through an increasingly specialized four-year program. In grades 9 and 10, courses can be taken at the Applied, Academic, or Open levels. In disciplines such as the arts, health and physical education and business studies, all students will take the same type of courses, (called “open courses”). In the core subjects however, students will be able to choose between two different types of courses - applied and academic. Students can transfer freely between these two types in grades 9 and 10.

Applied courses focus on practical applications and concrete examples. They cover the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and students will be given more opportunities to experience hands-on applications of the concepts studied. These courses are designated with a “P” in the course code.

Academic courses draw more heavily on theory and abstract examples and problems. In an academic course, students will learn the essential concepts of a subject and explore related material as well. Although their knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving. These courses are designated with a “D” in the course codes. Open courses are designed to give students additional preparation for grades 11 and 12, and to enrich their education generally. These courses are designated with an “O” in the course codes.

Transfer courses are offered to students who wish to move to another type of course in grade 11 from a grade 10 type in the same subject. The transfer course consists of those learning expectations that were not included in the completed course but that are considered essential for success in the course to be taken. Partial credits are granted for successful completion of a transfer course.

k. The Senior Program (Grades 11 and 12)

Grade 10 academic and applied courses will prepare students for grade 11 courses in accordance with prerequisites in each grade 11 course. Courses in grades 11 and 12 may have specific prerequisites, which are noted with the course descriptions. Students in grades 11 and 12 will choose courses from the five types listed below:

University preparation courses will provide students with the knowledge and skills needed in order to meet the requirements for entrance into university programs. These courses are designated with a “U” in the course code.

University/college preparation courses will provide students with the knowledge and skills needed to meet the requirements for entrance into university and/or college programs. These courses are designated with a “M” in the course codes.

College preparation courses will provide students with the knowledge and skills needed to meet the requirements for entrance into college programs. These courses are designated with a “C” in the course codes.

Workplace preparation courses will provide students with the knowledge and skills needed to meet employers’ expectations with regard to preparation for direct entry into the workplace. These courses are designated with an “E” in the course codes.

Open courses are not developed to meet the specific requirements of universities, colleges or the workplace, but are intended to enrich students' lives and to prepare them for active and rewarding participation in society. These courses are designated with an "O" in the course codes.

Transfer courses will provide partial credits, since they require students to demonstrate achievement of specific curriculum expectations. Transfer courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

Community Service in the Christian School

In order to receive an OSSD in Ontario, and in order to help develop a serving heart, students must perform a minimum of 40 hours of voluntary community activity (in addition to 30 credits), completed over 4 years. The purpose of such involvement is to foster a life of gratitude, to encourage civic responsibility and to promote community awareness. Such involvement also supports students' career explorations and in fact, recognizes the volunteer service that many students are already giving in churches and community. This requirement may not be fulfilled through activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee. The requirement is to be completed outside the student's normal instructional hours. It is the responsibility of each student and his/her parent(s)/guardian(s) to ensure that this requirement is met. The guidance counselor(s) will regularly present the information to students, keep students aware of potential opportunities and maintain a record of each student's involvement based on completed forms submitted by the students.

The Provincial Secondary School Literacy Test

The high school literacy test will be administered to each student before the end of grade 10, likely in the autumn of that academic year. It will act as both a diagnostic and an accreditation tool. Reporting of the results of this test will be done on an individual and school basis, and at least for Ontario's public secondary schools, on a provincial basis. The results will also be noted on the student's Ontario Student Transcript. If a student is unable to meet the standards of the test in the first attempt, that student, after taking the Ontario Secondary School Literacy Course (OSSLC), must re-take the test until the standard is met.

Prior Learning Assessment

In a few cases, students may be eligible to earn credits for courses in which they have already acquired the knowledge and skills. Students who have never left school may earn up to four credits in grade 10 to 12 courses (with no more than two in one area) by demonstrating through formal tests and other assessments that they have already achieved the expectations of the course. See the principal or guidance counselor for details.

Changing Course Types

Students changing course type between grade 10 and 11, and/or grade 11 and 12 will need to choose one of these three options.

1. Take a transfer course to bridge the gap between courses;
2. Take a course of another type (e.g. a university preparation course)
3. Take a course in a summer program, or, with prior approval, an independent study course offered by Smithville Christian High School.

Annual Education Plan

Students will develop an annual education plan. At SDCH, this will be done annually in conjunction with the Guidance Department at the time of course selection. The functions of such a plan are as follows:

1. It encourages education and career planning.
2. It encourages decision making.
3. It enables students to take ownership of their education path.

Reporting Student Achievement

Student achievement will be reported mid-term (half way through the semester) and at the end of the semester. Parents will have the opportunity to meet with teachers about their child's progress after the midterm reports. Students who are failing or are not working to their potential will receive an early progress report 20 days into the semester.

Program Selection

It is the responsibility of each student to ensure that he/she is earning credits that will satisfy the demands of his/her post-secondary school plans. The Guidance Department is available to help in this process. Students and parents should consider the following when choosing courses:

- Consider diploma requirements according to credit value, area of study, and for grades 11, 12, the type of course.
- Remember that many subjects build on a foundation of knowledge (Math, English, French).
- Consider the interests, aptitudes and abilities the student has displayed in the past in certain subjects.
- Consider the admission requirements of post-secondary educational institutions.
- Consider covering a wide range of courses to provide the student with versatility for further study.

ALTERNATIVE METHODS OF ACHIEVING CREDITS AT SMITHVILLE CHRISTIAN HIGH SCHOOL

Music Certificates Accepted for Credit towards the OSSD

Section 1:

A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 university/college preparation credit towards the OSSD in addition to any other non-Grade 12 university/college preparation music credits earned in the school:

- Grade VII Practical and Grade I Rudiments of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade VII Practical and Grade V Theory of Trinity College London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, U.K.

Section 2:

A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 university/college preparation credit towards the OSSD in addition to a maximum of one other Grade 12 university/college preparation credit in music earned in the school:

- Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London
- Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- Grade VIII Practical and Grade VI Theory of Trinity College London, England
- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes:

- a The term practical refers to any musical instrument on which performance is examined. It includes voice (ie. singing), but not speech arts.
- b The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory.
- c A music credit obtained through a certificate granted by a conservatory of music may not be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement outlined under group 2 in appendix 5 to OSS.
- d A music credit granted upon the successful completion of a music course in the Ontario curriculum or the successful challenge for credit for a music course in the Ontario curriculum may be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement in group 2 in appendix 5 to OSS. A student may therefore meet the requirement of up to two compulsory credits in the arts through these approaches.
- e A maximum of two credits, as indicated above, may be awarded to students taking music programs outside the school. A student awarded two music credits in this manner may not earn additional music credits in Grades 10 to 12 through Prior Learning Assessment and Recognition challenge or equivalency process.
- f The course titles and course codes for the credits granted under sections 1 and 2 above are as follows:
 - Section 1: Music - External (Conservatory), AMX3M
 - Section 2: Music - External (Conservatory), AMX4M

Correspondence and Online Courses

Students at SDCH may earn credits outside of the regular classroom with permission of the day school. These courses help expand the course offerings when there are conflicts in the timetable and when a student is seeking a course that may not be offered at our school. Parents and students are reminded that this format for earning a credit requires self discipline and self motivation to successfully complete the credit. Assessment and evaluations are done by qualified teachers outside of our school and when the credit is completed the course and mark will be recorded on the student's transcript. Students may apply to take correspondence and online courses through the Guidance Office and must pay the costs for the course and any course material.

Summer School

Students, who fail a course at SDCH and require the credit for that subject, may enroll in the summer school program given by local school boards. However, for courses for which there are no equivalents in the public or separate school systems, such as Bible, the students may request permission to do makeup work during the next term. This must be arranged via the administration. Most summer schools have registration deadlines in the last week of June. Therefore, it is important that students find out where and when their course is available. The summer school also requires a written application form from SDCH. This information is available in the Guidance Office. It is the responsibility of the student to see to it that the results of the summer school courses are passed on to the Guidance Office before November of the same year. Note: conditions may change slightly from year to year in the delivery of summer school courses.

Night School

Students may take a night school course for credit through local public and separate school boards. Students may choose to take night school courses to fast track, to take courses not offered at SDCH, or to take courses that they may need but which do not fit in their day school schedule. Night school courses require a time commitment of two evenings per week for one semester or one evening per week for the entire school year, as determined by the local school board. The selection varies and courses offered are based on a minimum enrolment. Students require a Night School Application form, signed by the day school principal, for each credit course. These forms are available in the Guidance office and must be sent to the school offering the Night School course by the Guidance Counselor.

Ontario Student Record (OSR)

The Ontario Student Record is the official record for a student. Every Ontario school keeps an OSR for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Information from the OSR may be used to assist in the preparation of a report for an application for further education or employment, if a written request for such a report is made by a student, a former student or the parent(s) of a student who is not an adult student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and freedom of information legislation.

Ontario Student Transcript (OST) and course changes

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. This is a standard form that must be used by all Ontario Secondary Schools. The credits & final grades that a student has earned towards fulfilment of the requirements for the diploma will be recorded on the OST. The successful completion of 40 hours of Community Service Activities and the grade 10 Literacy Test will also be recorded on the OST. Students in grades 11 and 12 will have all courses taken or attempted recorded on the OST.

Students who wish to drop or change a course must have parental permission to do so. All changes must be made through the Guidance office. Normally, course changes are allowed only in the first two weeks of a semester. If a grade 11 or 12 withdraws from a course after five instructional days following the issue of the midterm report (the first report card in a semester) the student's percentage grade will be recorded on the OST at the time of withdrawal.

Smithville Christian High School Guidance Department

The overall purpose of the guidance program at Smithville Christian High School is to ensure that no student “slips through the cracks” and that all students are intentionally supported in these areas:

- 1 Educational Planning & Course Selection
- 2 Post Secondary and Career Planning
- 3 Personal and Relational Counseling
- 4 Transitional Support
- 5 Interest Testing and Literacy Test Administration and preparation
- 6 Monitoring and Processing Volunteer Hours
- 7 Study Skills and Literacy Test Preparation

Smithville Christian High School Resource Department

SDCH has a designated Resource Classroom in operation from 9 am to 3 pm. The classroom is run by a full time qualified Special Education teacher. All compulsory courses are offered as well as learning strategies courses. Students who have been identified with special needs may be assigned to this class for the short or long term as determined by the Resource teacher.

Integration into the regular classroom for academic subjects is encouraged for those students able to make the transition, especially in grades 11 and 12. This may be done at all levels based on the Resource teacher’s recommendation and expertise. The Resource teacher will then recommend an individualized program to meet the diploma requirements, and will help class room teachers in modifying courses and possibly requesting exemptions for others (i.e. French).

Referral of Students

When you estimate that a student needs more help than you are able to provide at the moment, parents and teachers should consult with a member of the Special Needs Committee (Administrator, Resource Teacher and Guidance Staff) who will take one or more of the following actions:

- Offer advice and support.
- Provide the appropriate resources that he/she has available.
- Consult with the Special Needs Committee and determine a plan of action to assist the teacher and student (tutoring, monitoring, support counselling, transfer to the resource room etc.)
- Establish a committee consisting of the teachers of the student, the guidance counsellor, and the resource teacher, in consultation with the parents and the student, of which the purpose will be to identify the problem and to plan a program to meet the needs of the student.

Course Selection at Smithville Christian High School

- Course selection occurs in the beginning of semester 2 for current SDCH students.
- Course selection determines which courses will be offered and staffing needs for the coming school year.
- Students participate in a guidance-run presentation on course selection each year. Individual appointments are also available, but must be initiated by the student.
- Students are encouraged to use the following chart each year as they make their course selection.

- Students are reminded that their focus for course selection should be compulsory courses, required courses for work, college or university, and courses that provide a well rounded education.

Don't Forget...

- 1 arts credit in grade 9 - 12
- 1 additional credit in grade 9 - 12 Technology or gr. 11-12 Science
- 1 additional credit of Physical Education, Music, Art, Drama, OR Business/Entrepreneurial Studies
- Two additional diploma requirements for the OSSD are 40 hours of community involvement, and successful completion of a high school literacy test, to be administered in the student's grade 10 year.

Course Codes

The course code (CC) consists of the following components:

5 code characters and a course title

The first three characters represent the discipline, the subject and the course (see below). The fourth character refers to the grade of the course:

1 = grade 9, 2 = grade 10, 3 = grade 11, 4 = grade 12

The fifth character refers to either the course type, by letter (as in Mathematics MFM1P):

Grades 9 & 10 D: academic

P: applied

O: open

3: a locally developed course (by number): as in Bible HRE13

Grades 11 & 12 U: university preparation

M: university/college preparation

C: college preparation

E: workplace preparation

O: open courses

3: locally-developed course, (by number) as in Bible HRE23

1: academic

2: applied

3: open (as in Bible HRE13)

For example: the first character in the CCC is any one of these letters:

A: The Arts

B: Business Studies

C: Canadian and World Studies

E: English

F: French

G: Guidance

H: Social Sciences and Bible

P: Health and Physical Education

M: Mathematics

S: Science

T: Technological Education

Thus, the grade 9 academic geography course is coded: **CGC1D**

and the grade 11 university preparation English is coded: **ENG3U**

SMITHVILLE CHRISTIAN HIGH SCHOOL

COURSE OVERVIEW 2009/2010

PROGRAM OF STUDY AT SMITHVILLE CHRISTIAN HIGH SCHOOL

THE ARTS

The arts allow for students to employ their creativity to worship God. These courses are designed to cultivate and develop our God-given talents and abilities for the purpose of glorifying God. Through participation in this program it is desired that we will each develop a greater appreciation and understanding of music and visual arts as we use it to glorify and worship our Creator and Saviour.

Music, Grade 9: AMU10 - Open

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

Visual Arts, Grade 9: AVI10 - Open

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

Dramatic Arts, Grade 10: ADA20 – Open

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience.

Vocal Music, Grade 11: AMV30 – Open

This course continues to develop choral music skills. Choral and vocal techniques are stressed, focussing on tone, pitch and harmony. Choral singing skills are enhanced through the knowledge of syncopation, compound time, proper posture and the understanding of proper vocal behaviour. Performance is an integral element in the course. Knowledge of choral music history is developed through a study of composers and music of the Romantic period (Mendelssohn, Brahms, etc.), and an overview is carried out of the Medieval, Renaissance and Modern eras of music.

Prerequisite: AMV10

Visual Arts, Grade 10: AVI20 -- Open

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation.

Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

Visual Arts, Grade 11: AV130 - Open

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgments. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media.

Prerequisite: AVI10 or AVI20

Drama, Grade 11: ADA3M – College Preparation

This course requires students to create and to present dramatic works. Students will do research on and study such types of contemporary theatre as docudrama and forum theatre. They will interpret and present works in a variety of dramatic forms; create and script original works; analyse and reflect on dramatic works; and develop their communication skills and other skills useful in a variety of careers.

Prerequisite: ADA20

BIBLE

Biblical study at SDCH is academic in nature and confessional in intent. The program emphasizes the most foundational and important truths necessary for the life-long journey of Scripture-based faith. Biblical faith is studied within the context of “creation-fall-redemption” and students will develop a deeper understanding of the themes of covenant, kingdom, church, law, and salvation.

Bible, Grade 9: HRE13A -Open (0.5 credit Part I)

The concept of redemptive history is introduced and developed through the study of the Pentateuch in its historical setting. It continues with the study of Israel’s entry into the Promised Land and life during the period of the Judges and the early monarchy. This course is continued in grade 10 for a full credit.

Bible, Grade 10: HRE13B - Open (0.5 credit Part II)

This course completes the work begun in HRE13A. The course begins by looking at wisdom literature and the Psalms, while continuing to study major themes such as redemptive history. The rise and fall of Israel amid the cultural and political influences are taught. Students examine the message of the prophets, what it meant for Israel and what it means for contemporary Christians.

Bible, Grade 11: HRE23 - Open

The study of the New Testament begins with an examination of the political, social, and religious developments of the inter-testamentary time period. The gospels, particularly Matthew, are studied in the context of first century Judaism. The study of Acts, Thessalonians, Galatians, Corinthians, and James show the struggles of the early church. The course is completed with an introduction to Revelation. Our role as Christians in the kingdom of God will be emphasized.

BUSINESS STUDIES

The business studies program focuses on the study of business theory and practice and encourages a positive response to God's gifts. Students will learn the skills and attitudes necessary to engage in prospective business activity with confidence, competence and an understanding of Christian principles. The program enables students to have a foundation in how business operates, its role in society, the opportunities for service that it generates, the skills it requires, and the potential impact that it can have on society.

Computer Applications, Grade 9: BTT10 - Open

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Introduction to Business, Grade 10: BBI20 - Open

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

Information Technology Applications in Business, Grade 11: BTA30 - Open

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or post-secondary studies.

Prerequisite: None

Introduction to Financial Accounting, Grade 11: BAF3M University/College Preparation.

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

Prerequisite: None

Introduction to Accounting, Grade 11: BAI3E Workplace Preparation

This course introduces students to the accounting cycle of a service business. Students will use computer application software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.

Prerequisite: None

CANADIAN AND WORLD STUDIES

This program offers students the opportunity to evaluate human responses to God's call for justice and stewardship in local and global settings in both the past and present. Their learning in the various courses in this program will contribute significantly to students' understanding of Canada's heritage and its physical, social, cultural, governmental, legal, and economic structures and relationships. It will also help them to perceive Canada in a global context and to understand its evolving role in the world community.

Geography

The Geography program helps students to understand the distribution of physical, biological and human phenomena on the earth; their causes, inter-relationships and effects. The Geography program helps students to analyze and evaluate human response to God's call for justice and stewardship in both local and global settings.

Geography of Canada, Grade 9: CGC1D -Academic

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

Geography of Canada, Grade 9: CGC1P -Applied

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

Physical Geography: Patterns, Processes, and Interactions, Grade 11: CGF3M - University/College Preparation

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

Prerequisite: CGC1D or CGC1P

Travel and Tourism: A Regional Geographic Perspective, Grade 11: CGG3O- Open

This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

Prerequisite: CGC1P or CGC1D

World Geography: Human Patterns and Interactions, Grade 12: CGU4U - University Preparation

This course examines how humans interact with their natural environments and with each other. Students will study the influence of spatial, political, economic, and social factors on settlement patterns, human migration, cultural change, globalization, and environmental trends. Students will use geotechnologies and skills of geographic inquiry and analysis to extend their knowledge of human geography and to identify and explain current trends and patterns, and predict future ones.

World Geography: Urban Patterns and Interactions, Grade 12: CGU4C College Preparation

This course examines cities around the world and the social, political, cultural, environmental, and economic factors that shape them. Students will study urban structures and systems, the impact of migrations on cities, and the impact of cities on the environment. Students will use geotechnologies and apply geographic concepts and inquiry methods to analyse issues and problems related to urban development and to formulate potential solutions.

Prerequisite: Any university, university/college or college preparation course in Canadian and world studies, English, or social sciences and humanities.

HISTORY

The history program helps students to understand past and present cultures and their contribution to the current state of affairs in the world. Students will learn about human responsibility for cultural formation and make a commitment to share in that task in a Christian manner. The history program helps students explore avenues of service in which students can respond to human and environmental injustice.

Contemporary Canadian History, Grade 10: CHC2D - Academic

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Contemporary Canadian History, Grade 10: CHC2P- Applied

This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

Civics, Grade 10: CHV20 - Open (2 credit)

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Prerequisite: None

World History to the Sixteenth Century, Grade 11: CHW3M - University/College Preparation

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and present their conclusions.

Prerequisite: CHC2P or CHC2D

History since 1900: Global & Regional Perspectives, Grade 11: CHT3O - Open

This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges facing people in various parts of the world.

Prerequisite: CHC2P or CHC2D

World History: The West and the World, Grade 12: CHY4U - University Preparation

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English or social sciences and humanities.

World History: The West and the World, Grade 12: CHY4C - College Preparation.

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world.

Prerequisite: Any university, university/college or college preparation course in Canadian and world studies, English or social sciences and humanities.

ENGLISH

Students are encouraged to enjoy God's gift of communication as they explore writing, language, literature and media. Literature is a fundamental element of identity and culture. As students read and reflect on a rich variety of literature, informational texts, and media works, they deepen their understanding of themselves, their Creator and the world around them. Students will be taught discernment when reflecting on the various world views represented in the literature and media. Through the study of literature, students strengthen their ability to use language as an effective tool for thought, creative expression, and communication across the disciplines.

English, Grade 9: ENG1D –Academic

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

English, Grade 9: ENG1P –Applied

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

English, Grade 10: ENG2D – Academic

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: ENG1D or ENG1P

English, Grade 10: ENG2P – Applied

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Prerequisite: ENG1D or ENG1P

English, Grade 11: ENG3U - University Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: ENG2D

English, Grade 11: ENG3C - College Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: ENG2D or ENG2P

Media Studies, Grade 11: EMS30 – Open

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: ENG2P or ENG2D

English, Gr. 12:ENG4E-Workplace Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

Prerequisite: ENG3C

English, Grade 12: ENG4C - College Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: ENG3C

English, Grade 12: ENG4U - University Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: ENG3U

FRENCH

Believers recognize that God has created people of many cultures, races, and languages. This program is designed to help students grow in appreciation and respect for those who are French. The French program aims to prepare students to speak the official language with confidence and to gain transferable academic and cognitive skills. The program celebrates the gifts of communication, and opens students to wide-ranging possibilities in career options.

Core French, Grade 9: FSF1D – Academic

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Prerequisite: minimum 600 hours of French instruction or equivalent

Core French, Grade 9: FSF1P – Applied

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

Prerequisite: minimum 600 hours of French instruction or equivalent

Core French, Grade 10: FSF2D – Academic

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Prerequisite: FSF1D or FSF1P

Core French, Grade 11: FSF3U - University Preparation

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FSF2D

Core French, Grade 12: FSF4U - University Preparation.

This course draws on a variety of themes to promote extensive development of French- language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FSF3U

GUIDANCE & CAREER EDUCATION

The Guidance program aims are directed to the students, the school and the parents. The aims of the guidance program are to help students to: know and appreciate themselves as image-bearers of God, relate in Christian ways to others, develop appropriate educational plans, explore career alternatives, and to be successful in their schoolwork.

Career Studies, Grade 10: GLC20 - Open (2 credit)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

Cooperative Education: offered in senior years

This program is designed to broaden the student's awareness of a career possibility, and to provide him/her with opportunities to achieve a better understanding of the world of work, and how to best use their skills and interests to the glory of God. Theory and information taught in school (c. 20% of the course hours) are supplemented and enhanced by practical applications in the working world. The cooperative course is based on a related course the student has taken, or is taking concurrently with the cooperative education course. Students are encouraged to focus on a career type, and to assist in uncovering a job setting that will allow them to work in that career. The course encourages students to assume new kinds of responsibility, acquire good work habits and experience situations that will encourage attitudes and behaviours necessary for successful job performance, in an area chosen by the student. The cooperative education course code designation will be similar to the course code designation on which the cooperative education course is based.

Prerequisite (or co-requisite): an in-school course similar to the cooperative course (for example: grade 11 biology as a prerequisite for working in a veterinarian's office)

HEALTH & PHYSICAL EDUCATION

The physical education and health program seeks to encourage students to develop the attitude and practice of life-long physical fitness. The program implements this through individual and corporate physical skills training and health awareness which encourages individual motor skill development and community participation. A major aim is also to teach physical fitness and sports in order to enable students to participate in organized, structured games and leisure activities which allow for healthy service for the Lord.

Healthy and Active Living Education, Grade 9: PPL10 - Open (2 credit Part I)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

Healthy and Active Living Education, Grade 10: PPL20 - Open (2 credit Part I)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

Prerequisite: PPL10

Healthy Active Living Education, Grade 11: PPL30 – Open

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Recreation and Fitness Leadership, Grade 12: PLF4C - College Preparation

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal wellbeing, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

Prerequisite: None

MATHEMATICS

The focus in the mathematics program is on transferable skills such as: reasoning, problem solving, communicating and understanding ideas, and the use of appropriate technology. Mathematical work at SDCH is based around the recognition of the spatial and numerical order of God's creation.

Principles of Mathematics, Grade 9: MPM1D -Academic

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of threedimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Foundations of Mathematics, Grade 10: MFM1P -Applied

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Principles of Mathematics, Grade 10: MPM2D - Academic

This course enables students to broaden their understanding of relationships and extend their problem solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi-step problems and communicate their thinking.

Prerequisite: MPM1D or MFM1P

Foundations of Mathematics, Grade 10: MFM2P - Applied

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MPM1D or MFM1P

Functions and Relations, Grade 11: MCR3U - University Preparation

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D

Functions, Grade 11: MCF3M - University/College Preparation

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multistep problems.

Prerequisite: MPM2D or MPM2P

Mathematics of Personal Finance, Grade 11: MBF3C - College Preparation

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MPM2D or MFM2P

Calculus and Vectors, Grade 12, University Preparation (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

Prerequisite: Advanced Functions, Grade 12, University Preparation. (It may be necessary, to take the prerequisite course concurrently with MCV4U)

Advanced Functions, Grade 12, University Preparation (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

Mathematics for College Technology, Grade 12, College Preparation (MCT4C)

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

Prerequisite: Functions and Applications, Grade 11, University/College Preparation

Foundations for College Mathematics, Grade 12, College Preparation (MAP4C)

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation

SCIENCE

Scientific activities are a legitimate and important part of the Christian's task to explore and understand creation. The science courses offered at SDCH expand the student's knowledge and understanding of the creation and the Creator. As stewards of God's creation, students need to comprehend the complex relationships in creation so that they may be aware of the consequences of human activities on these relationships.

Science, Grade 9, Academic (SNC1D)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

Science, Grade 9, Applied (SNC1P)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

Prerequisite: None

Science, Grade 10, Academic (SNC2D)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

Science, Grade 10, Applied (SNC2P)

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

Biology, Grade 11, University Preparation (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic

Biology, Grade 11, College Preparation (SBI3C)

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Science, Grade 10, Academic or Applied

Chemistry, Grade 11, University Preparation (SCH3U)

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

Physics, Grade 11, University Preparation (SPH3U)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

Science, Grade 11: SNC3E, Workplace Preparation

This course provides students with the science-related knowledge and skills they need to help them make informed decisions in the workplace and in their personal lives. Students will explore a range of topics, including materials and safety; electrical circuits; micro-organisms; the human immune system and defences against disease; and the impact of humans on the environment. Emphasis is placed on relating these topics directly to students' experiences both in the world of work and in daily life.

Prerequisite: SNC1D or SNC1P

Biology, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

Chemistry, Grade 12, University Preparation (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Chemistry, Grade 12, College Preparation (SCH4C)

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

Physics, Grade 12, University Preparation (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation

Physics, Grade 12, College Preparation (SPH4C)

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

SOCIAL SCIENCE

Scripture shows a picture of humans in relationship to God, fellow humans and the environment. This is a central theme in the social sciences as students examine human activity and God's call to be faithful. The social sciences focus on the concept that culture-forming activities and institutions must be a heartresponse to God. The program proceeds from the foundation of creation-fall-redemption-response.

Food and Nutrition, Grade 9, HFN10 –Open

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

Parenting & Family Life, Grade 11: HPC30 - Open

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

Prerequisite: None

Perspectives

The perspectives element of the Social Science program entails culminating, synthesizing studies of God's call to us as individuals, communities and nations to be faithful. Many aspects of society are studied and students learn to develop a Christian approach to many of the challenges that exist. Students are encouraged to be agents of transformation in a world that is tainted by sin.

Challenge and Change in Society, Grade 12: HHS4M - University/College preparation

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent–child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English or Canadian and world studies.

TECHNOLOGICAL EDUCATION

In the 21st century, technology may be leading many changes in our culture. This program has a twofold aim: first, to offer a Christian perspective on technological change and how it fits into contemporary culture, and second, to develop in students the skills necessary to live and work creatively and competently in a technologically-based society.

Integrated Technologies, Gr. 9: TTI10 –Open

This course enables students to understand the technological and computer concepts they will need in order to design, develop, and build usable products or to deliver services, as well as to pursue further technological studies. Students will use the technological design process and a variety of tools and software to solve problems, complete projects, and strengthen their communication skills. **Prerequisite: None**

Technological Design, Grade 10, Open (TDJ2O)

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field. **Prerequisite: None**

Construction Engineering Technology, Grade 11, College Preparation (TCJ3C)

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field.

Prerequisite: None

Transportation Technology, Grade 11: TTJ3E - Workplace Preparation

This course examines the various types of land, air, and/or marine vehicles and vehicle systems found within the transportation sector. Students will acquire identification, troubleshooting, repairing, and testing skills that meet industry standards and government regulations. In addition to developing employability and technical skills, they will explore the broad range of career opportunities within this sector, and will examine the impact of the transportation sector on people, society, and the environment.

Prerequisite: None

Computer and Information Science, Grade 11: ICS3M - University/College preparation

This course helps students examine computer science concepts. Students will outline stages in software development, define standard control and data structures, identify on- and off-line resources, explain the functions of basic computer components, and develop programming and problem-solving skills by using operating systems and implementing defined practices. As well as identifying careers in computer science, students will develop an understanding of the ethical use of computers and the impact of emergent technologies on society. **Prerequisite: None**

CODE OF CONDUCT

The Code of Conduct at SDCH seeks to encourage students to Love God above all and their neighbour as themselves. Students can be nurtured to show this love by conducting themselves in ways that show respect for self and others.

CONDUCT AND INTERACTION

SDCH Student Dress Code

The SDCH dress code has been constructed in order to help the school meet its mission. Student dress can at times cause a distraction to the learning and interaction that happens in the school. Initiating a student dress code which includes school uniforms positively impacts learning. It gives the student an immediate sense of belonging in the student body, it enhances the image of the school in the community, and it does away with many discipline situations that relate to student dress.

Students are expected to observe all aspects of the following dress code for all school days and school-related activities, unless alternate standards have been approved by administration. Students must be in compliance with the dress code policy before and during regular school hours, including lunch and spares. While we put some considerations in place, we realize that it is not possible to address all potential concerns. Note therefore that externals or ways of wearing the school wardrobe that are not in keeping with the spirit of the dress code policy will not be acceptable.

School Wardrobe Specifications

All school clothing must be purchased at R.J. McCarthy. Their showroom is located at 30 Thorncliff Dr., St. Catharines (1-800-668-8261 x305). The approved wardrobe pieces can be viewed by logging on to the supplier's website at www.rjmccarthy.com. Purchase information will be part of our communication relating to registration.

School Wardrobe Considerations

Students may wear any of the prescribed wardrobe choices on any school day. The following points give further definition to our policy:

- All school clothing must be worn as designed.
- Clothing must be clean, non-transparent, size-appropriate, and in good repair.
- Bottoms must be neatly hemmed.
- Undergarments must not be visible.

- Undergarments worn under a white shirt or top must also be white.
- All T-shirts or tank tops worn underneath school tops must be plain white.
- Shirts and tops must be appropriately buttoned for modesty.
- Tops, other than those approved, are not to be worn inside during the school day; they are to be put in the locker upon arrival at school and are to remain there until the student leaves the building.
- Footwear is according to student choice, but shoes must be worn at all times. Flip-flops and slippers will not be permitted.
- Specific course-related clothing (i.e. Physical Education, shop, etc.) must be worn only during those courses.
- Hats, bandanas, head coverings, sunglasses and gloves may not be worn in the school building.
- Belts, when worn, must be solid black or brown and must be threaded through the belt loops and buckled.
- Students who are choir members must purchase the black dress pants and the long sleeved white oxford shirt.

Outings Away from School

Away-from-school outings need to be recognized as part of the learning of the school. As such, uniforms will be required on learning outings.

There may be occasional trips for which uniforms are not required (e.g. the grade 12 Quebec trip, Canada's Wonderland). On such occasions, students will be expected to dress in a fashion and style that are fitting for a Christian teenager.

Students who leave the building during spares or lunch periods will be asked to stay in uniform and represent the school well on their honour.

Special Dress Days

At the discretion of the administration, and with their pre-approval, portions of the dress code may be temporarily suspended for special dress days or certain outings. In these cases, students will be expected to conform to the following SDCH policy regarding dress:

Students are to dress in a neat and clean fashion and in a style that is fitting for a Christian teenager who is part of an academic environment. Clothing should demonstrate respect for one's sexuality. Therefore distracting or immodest clothing that is excessively tight, revealing, low, has rips or tears, or reveals undergarments is not acceptable. All articles of clothing bearing suggestive or offensive materials reflecting anti-Christian values are not permissible. All tops must cover the shoulders and have sleeves, and must overlap the waistband of the pants, shorts, or skirts. Non-uniform shorts or skirts must extend beyond the bottom of a student's extended finger tips.

Personal Electronic Devices

No personal electronic devices may be visible in the school building 8:00am until 4:00pm. If they are visible they will be confiscated, brought to the principle and will not be returned to the student for one week on the first offence. Personal electronic devices include, but are not limited to, cell phones, personal listening devices, cameras etc.

Physical Demonstration of Affection

To find someone whom you can love is a blessing of the Lord; to have friends is one of the greatest joys of social relationships. There are, however, appropriate and inappropriate ways and times of demonstrating that affection. School is not the place to physically demonstrate love. Therefore, embracing and kissing are not appropriate behaviour at school. This is embarrassing to students and staff, and it demonstrates a lack of social sensitivity in those who do.

Use of Tobacco, Alcoholic Beverages or Illegal Drugs

Smithville District Christian High School is a smoke-free environment and therefore students are prohibited from smoking on the school grounds. Furthermore, students are also prohibited from smoking in the following areas: Wade Road (specifically from the school to Colver Street), Killins Street, Smithville Road from the corner of Tober Road to the corner of Port Davidson Road and on the properties next to any of these streets any time during the school day. Students found smoking will be fined \$100 which will be given as a donation to the Heart and Stoke Foundation.

A school day is defined as the time that a student arrives at school until the time when he/she leaves for home. Possession and/or consumption of alcoholic beverages or illegal drugs on school property and/or during school hours or at school functions, is prohibited and will result in expulsion. The offending students and his/her parents have the option to meet with the Board to discuss the problem. Should the student be readmitted to the school, a repeated offence will result in a recommendation of permanent expulsion.

Weapons and violence

You must not:

- have any weapons in your possession, including but not limited to firearms and knives
- Use any object to threaten or intimidate somebody else
- Inflict or encourage others to inflict bodily harm on another person
- Use any object to threaten or intimidate somebody else.

Harassment and Bullying

Because every creature of the Lord should be treated with respect and dignity, students are expected to be courteous and considerate with each other. Overt or subtle signs of intolerance and harassment cause pain and anger.

Students are strictly forbidden from participating in any humiliating game, prank, stunt, practical joke or other activity that

- (a) intimidates or threatens another student with ostracism;
- (b) subjects another student to stress, embarrassment, or shame; or
- (c) adversely affects the mental health or dignity of a student
- (d) discourages that student from remaining at SDCH
- (e) physically harasses a student

If a student is being harassed or bullied, he or she should report it to the administrator or guidance counsellor or www.reportbullying.com, SDCH password: Storm.

Use of Inappropriate Language

Students are expected to speak in a way that suits the character of our school. As Ephesians 4:29 says, “Do not let any unwholesome talk come out of your mouths, but only that which is helpful for building others up according to their needs, that it may benefit those who listen.”

There is no place for crude, demeaning, or blasphemous language in our learning environment. Many words are obviously not acceptable, while others we will train our students not to say at school. For example, students will be asked not to use the following words: the ‘f word’ and ‘f word’ substitutes, like ‘frick, frickin’ and friggin’, the ‘s word’ and all other more clearly inappropriate expressions.

Fire Alarms

To deliberately set off a fire alarm is a serious offence. Anyone who does so wilfully will be suspended until they pay a \$100 fine.

Fire Crackers and Smoke Bombs

Fire crackers and smoke bombs are prohibited. Any person setting them off or bringing them to school will be suspended until they pay a \$100 fine.

Colognes and Perfume

Colognes and perfumes pose a serious threat to people who are allergic to them. Therefore, spraying cologne or perfume or dumping the contents of cologne or perfume bottles in halls, classrooms or washrooms is prohibited.

Gum

It is very difficult to remove gum from under desks and from carpets. Please dispose of your gum in the garbage containers.

Plagiarism and Academic Honesty

Submission of Plagiarized Work

It is expected that what a student hands in will be his or her own work. Honesty and integrity are scriptural values that we strive to uphold.

The following list includes examples of what can be considered plagiarism:

- copying verbatim without quotes and references;
- cutting and pasting information from an electronic text without citing it;
- changing a few words in an original text or paraphrasing it without citing it;
- submitting work done by another student;
- using the idea, chart, image or statistic of an author without citing it;
- resubmitting work from a previous course without permission.

Cheating on Tests or Quizzes

It is expected that students will conduct themselves with honesty and integrity when writing tests and quizzes.

Students will be reminded often that they need to guard their work and their reputation by the way they conduct themselves during tests.

ATTENDANCE

Regular Attendance

Students are expected to be at school by 8:50 A.M. and to remain at school until the end of the regular school day. Should a student be required to miss a day or part of the day, the parent/guardian should phone the school by 9:30 A.M. on that day, or send a signed note addressed to the school upon the student's return.

Absences

An unexcused absence from a class shall have the following consequences:

The student must:

- Meet with the vice-principal
- Inform his/her parents of the unexcused absence,
- Obtain permission from the classroom teacher to return to the class.

Student Absences

Student Punctuality

Students are expected to be in class when the bell rings and must submit to further specific expectations of the classroom teacher.

Students who arrive to class late because of appointments or reasons for which parents have contacted the office will need to sign in at the office and get a late slip before admission to class.

Addressing Punctuality

Tests and Assignments Missed

Students who are ill and miss a previously announced test should expect to write the test on the day of their return.

A student who misses a test or major presentation for a reason other than illness without having notified the teacher will be given a zero for the test or presentation.

Students who are absent from classes have the responsibility of finding out what work has been missed. Unless indicated by the teacher, work should be submitted upon the student's return. Adjustments will be made in consideration of the student's health situation.

It needs to be emphasized that students who are absent from class because of school related activities (choir, sports teams, field trips, Student Council events, etc.) need to understand that the same is expected of them the following day as is expected of those who were in class.

Illness and Emergencies

Should the student become ill during the school day, the student will report to the teacher and/or to the office. The office will contact the student's home and doctor, if that is necessary, and in that order. Should the student experience an emergency which may be personal, the student should report to the office and the same procedure will be followed.

Leaving School Property

Should a student in grade 9 or 10 need to run an errand, he/she must present a note before classes begin for the day, signed by the parent/guardian (unless the student is 18 years of age or older and can sign a personal note). The principal/vice-principal may then excuse a student to leave the school property. Grade 11 or 12 students have the privilege of leaving school property at their discretion, provided that all other attendance requirements are met. There will be no loitering on Wade Street and/or Killins Street, or on the sidewalks of Smithville Road.

Student Vehicle Use

The school has responsibility for the supervision of students throughout the school day, even during non-class times and off school property. It is therefore within the authority of the school to ensure that students use vehicles in a safe and respectful manner during the school day.

- Students will be expected to drive safely and slowly when entering, exiting or on the school property.
- Students may use the two inner entrances to the parking lot. The entrances by the teacher parking area and those nearest Covenant are off limits to students.
- Students will be expected to park within the lines and only in the designated areas.
- Students may not use their vehicles between periods 1 and 2 or between periods 3 and 4 if they have classes back to back.
- Students will be expected to drive safely when driving off school property during lunch break and study periods.
- Students may not drive themselves to off-property school events in which they are participating unless permission is granted by both a parent and the teacher supervisor.

Special School Days

From time to time, regular classes are suspended, and the school provides for special learning opportunities, such as Career Day, field trips and the like. Students are expected to be in attendance on those days. On educational excursions, the following regulations apply.

- Any student drinking or under the influence of alcohol or illegal substances will be expelled from school. The student will be permitted to reapply to the school the following year, and, pending board approval may be readmitted.
- The staff sponsors reserve the right to search the luggage of all students before entering the bus (female staff checks female students' luggage and male staff checks male students' luggage) and to make a search of personal belongings and/or their room at any given time.

GENERAL

Cars and Buses

Drivers must drive with care on the parking lot as well on the road. Bus drivers are responsible for keeping order on the bus and for maintaining safety. When buses are used for school-sponsored outings, conduct on the buses shall be orderly at all times.

- Emergency bus exits are not to be opened.

- When the bus is in motion, you are to remain seated.
- Unless a parental request note is given to the tour leader, you will be dropped off at the school, and no where else.

Student Drivers on School Excursions

For the sake of safety for both students and the school, students will not be permitted to drive vehicles carrying others students on school excursions. A note signed by the parent or guardian requesting permissions for a student to drive, may be presented to the principal. If good reason exists, the principal may grant that permission.

Student Accident Insurance

This insurance covers the cost of medical and dental expenses which are the result of school-time accidents. It should be noted that this private policy will cover only those expenses which are not already covered by the Provincial Health Plan. Broken glasses are not covered under this plan. This insurance is optional and must be taken out by the parent/guardian.

Telephone Usage

There is a pay phone near the rear entrance of the school for the students' use. The office phone is to be used only in case of illness or emergency with permission by staff. For a \$.50 charge students may use the office phone to place long distance calls.

Posters

You must obtain the approval of the principal or vice-principal for any posters or notices you wish to put up in the school. Posters and notices are to be removed at the proper time.

Definition of Terms

Detention: A student may be detained in a designated room through part of the noon break for an infraction of one or more of the guidelines in this Code of Conduct.

Suspension: A student may be excluded from attendance at school for a period of up to one week. The decision to suspend is made by the administration team. Suspension does not excuse the student from homework assignments given during the period of suspension. The student must see each of his/her teachers before leaving the school. Tests missed during the period of suspension will be awarded a mark of zero.

Suspension may result from any of the following:

- Irregular attendance at school
- Violation of the no-smoking rule.
- Behaviour and appearance in defiance or disregard of code of conduct of the school.
- Detentions skipped

Expulsion: Permanent dismissal for the remainder of the school year of a student, by the action of the school board, upon recommendation of the discipline committee, constituted as follows: Administrator, Guidance Director, member of staff, a representative of the school Board, and a representative of the Education Committee. The student may apply to the Board for readmission for the following school year.

NOTE: Parents are informed of a suspension as soon as possible and have the option of attending an interview with the Board when expulsion is considered.

GENERAL PROCEDURES

Grievances

The following channels should be followed in this order if a concern arises:

- Teacher and/or principal, together with parents, discuss the problem.
- Education Committee with principal, teacher and parents discuss the problem
- The Executive of the school Board is added.

Note: Step (1) must be taken in all cases. Step (2) will be taken if the case warrants it or if the parent insists. A higher step will only be taken when a lower one cannot solve the problem.

Visitors

All visitors must report to the office to receive a daily SDCH Visitor Pass. If students have a friend who wishes to visit classes during school time, permission must be obtained from the administrator at least one day in advance of the intended visit.

Textbooks

Students will pay an annual rental fee for the use of text books which is included in the tuition fees. The books (or the financial replacement value of the books) must be turned in before the final examination may be written.

Photocopying

Photocopies for classroom assignments will be done by the classroom teacher. Payment (15 cents/ copy) is required if the office makes photocopies for you.

The library photocopier is available for appropriate student use at no charge since the copier is the property of Student Council. Student Council absorbs the costs associated with this copier.

School Mail for Parents

From time to time students may be asked to bring school mail home for their parents, such as annual meeting reports, committee minutes, and report cards. It is the duty of the student to take the material home and the parents to ask them for it.

Fees

All non-tuition fees must be paid in full before class schedules are given to students (for example: locker deposits, student activity fees).

School Cancellation

School cancellation due to inclement weather conditions will be broadcast on AM radio CHML (900), CH TV and Spirit 91.7 FM.

Lunch Rooms

Period II will be formally closed with a prayer for lunch. Lunch may be eaten in a designated classroom or the student commons area.

Library

The school library seeks to aid students in their education at SDCH. A wide variety of resource books,

reference materials and a clippings (vertical) file, as well as a bank of networked computers, are all available to students to assist them in their classroom assignments, or for use in developing their own interests.

The library is open daily to students and is supervised by staff during noon hours. All grade nine students are given a training session in order to become familiar with the procedures and contents of the library. The following rules apply to the library:

- The library is a place for study and reading. Students must behave in an orderly fashion.
- No food or drinks may be taken into the library.
- Books and vertical file material may be checked out for a three week period. All items must be signed out and returned at the librarian's desk. Procedures are given at the desk.
- Reference items - encyclopaedias, dictionaries, concordances, etc. - **MUST NOT LEAVE THE LIBRARY**. Only staff members may borrow reference material to be used during a specific class period.
- Students are responsible for any lost or damaged items.
- All books and materials must be returned to the library before Final Examinations may be taken.

Science Rooms

Following are the requirements for the laboratories (Science Rooms):

- Shoes must be worn at all times.
- Unless specified otherwise, safety goggles must be worn during all investigations.
- Waste materials must be placed in the Waste Disposal Container.
- Following the investigation, it is the responsibility of the student to ensure that the glassware, cupboard and counter are clean.
- The student must pay for glassware that is broken in order to replace it.
- For the safety of all students, no horseplay will be tolerated.

Lockers/locks

- Students shall keep their lockers locked at all times. The office has assigned certain lockers to each of the students. Locks are placed on the lockers before Sept. each year.
- The school is not responsible for lost or damaged personal belongings. Students are advised that when engaged in sports activities, they should place valuables in the care of the coach or teacher.
- Locks are to be rented (\$10) from the school upon entering grade 9 and the funds are refunded upon graduation provided the lock is returned to the school office.

Examination Procedures

Examinations are a culmination of a semester's work, therefore they must be written on the date noted unless the student is ill, or arrangements have been made with administration at least two weeks prior to the date of the examination.

- If a student is ill for an examination, the parent(s) must inform the administration immediately on the morning of the exam day.
- The regular school dress code policy remains in effect during the exam week.
- Students may not enter the examination room before permission has been granted by supervising teachers. Students must enter the room quietly and orderly.
- Each examination will start with devotions.
- Absolutely no talking will be tolerated after devotions. Students who talk may lose their right to the examination.
- Any form of cheating will forfeit credit for the examination.
- Students may not leave the examination room without the express permission of a supervising teacher.
- Teachers will answer questions for mechanical clarification only.
- Exam question sheets must be turned in with all answer sheets.
- Dismissal procedures for each exam will be explained at the beginning of the examination time.
- Students are requested to move out of the hallway area after the examination so the others who are still writing their examinations will not be disturbed.

Assessment and Evaluation

Specific skills are targeted in the assessment and evaluation scheme for each course so that students are able to understand which elements of learning require more, or less, of their specific attention. Assessment of work may revolve around these four learning categories.

- | | |
|--------------------------------|-------------------------|
| 1. Knowledge and understanding | 2. Thinking and inquiry |
| 3. Communication | 4. Application |

Through the various assessment tools (each course outline, filed in the school office, has a listing of those tools used in that course), the teacher will be able to offer feedback to students through formative evaluation with a view to amelioration, and to students, parents and administration through summative evaluation with a view to developing a course mark.

Evaluation and assessment is broken down into four levels of achievement (consistent with provincial criteria):

- | | |
|------------|------------------------------------|
| 80 - 100%: | (A): above the provincial standard |
| 70 - 79%: | (B): provincial standard |
| 60 - 69%: | (C): below the provincial standard |
| 50-59%: | (D): substantial work required |
| below 50%: | no credit achieved. |

Every course will have some form of final evaluation(s), the total of which will make up 30% of the final grade in the course. That means that 70% of the final grade in the course is made up of term work.

GRADE 12 PORTFOLIO INTERVIEWS

Goals

- To provide an opportunity to reflect on and celebrate how God has worked in the lives of students during their high school years at SDCH.
- To provide students with an opportunity to reflect on their accomplishments and the development of their gifts.
- To provide the school with feedback regarding its programs and the accomplishment of program goals.

The Structure of the Interview

Each interview will feature the following facets:

- The student will have six minutes to share and display a few key learning artifacts from his/ her portfolio which highlight significant accomplishments or growth experiences, or are indications of key areas of giftedness or future goals.
- The portfolio panelists will engage the student in a nine-minute dialogue about the student's high school experience and his/her inclinations for further growth and service.
- The portfolio panelists will provide initial oral feedback to the student.
- The Student Presentation
- The student should be prepared to share three portfolio artifacts with the interview panel, indicating for each how it represents:
 - a significant learning accomplishment;
 - an area of giftedness or interest;
 - accomplishment of our program goals;
 - or an interesting part of the student's journey through high school.
- The presentation will be an oral presentation. Students may use technology only if a specific artifact to be shared requires it.

The Dialogue

- The panelists will facilitate a dialogue which fosters further student reflection regarding high school experiences. It is hoped that the dialogue will feature honest reflection, rather than students saying what they think panelists and audience want to hear. It will not be constructed to put students in a position of proving that they are good enough or smart enough to pass. At the same time, students ought to take the dialogue seriously, given the investment that they and their parents and teachers have made in their education.

A List of Possible Questions

- What are you most proud of from your high school experience?
- What aspects of your SDCH experience do you appreciate the most?

- Tell us about a challenge or difficulty you faced that you were able to overcome and grow from.
- What mark have you left on SDCH?
- What impact did the forty (or more) hours of community service have on your life?
- How have you changed as a learner during your high school years?
- How has your education here impacted your faith?
- What are some ways in which you might consider using your gifts or interests to serve in God's world?

Additional Student Expectations

- Students should dress as they would for a professional interview.
- Students should shake hands and introduce themselves to panelists.
- Students should prepare themselves to answer the questions they receive in advance. While some jot notes might be helpful, memorized or overly rehearsed answers are not necessary.
- A student's background, i.e. family, church, elementary school, may be helpful to include in thoughts about his or her overall education.
- While students will make references to courses taken, this is not the forum for sharing negative impressions of teachers or classmates.
- It is wise for a student to inject the name of the person who asks a question into the answer given.
- Students should speak clearly and make eye contact with interviewers when responding to questions.
- Students are to organize their portfolios with accompanying journals into a binder. All portfolio pieces need to be included and be made available for viewing.
- The panelists will complete the evaluation form below after interviews are completed. Acceptable participation in a portfolio interview is a graduation requirement; therefore if a student does not receive a passing grade, he or she will be asked to schedule another interview. If a student puts forth a reasonable effort according to expectations, he or she will certainly receive a pass.
- Students should enjoy the day. It is meant to be a celebration of our students, of their best work, and of God's goodness to his children. We hope that it will be a constructive day of reflection and dialogue that benefits students as well as interviewers.

Evaluation

- Each student will be given some feedback during the interview. It is intended that this will be an encouraging experience.
- Written feedback will be given to the student in the days following the interview. It will be brief and will give indication of whether a student has completed the graduation requirement.

SCHOOL SPONSORED ORGANIZATIONS, ACTIVITIES AND AWARDS

Extra-Curricular Sports

Sports play an important role in the formative years of a person. Many positive skills can be learned through sports. Sports, in ways different from most academic subjects, demonstrate that people need each other and that when people play together, they learn to co-operate. We encourage all students to try out for the various school teams. The intramural program also offers much entertainment and the opportunity for involvement during the noon hours.

Extra-Curricular Activities

There are other activities available as well. Throughout the year, activity sponsors will offer a wide variety of non-athletic activities. The activities range from making music, to making newspapers, to putting on plays.

Student Council

The Student Council represents the student body. It exists to coordinate various student activities. The Student Council may also provide an official forum for providing the administration and staff with input regarding school affairs and matters which concern the student body.

Sports Transfer Policy

Smithville Christian High School is a member of Zone 4 of the Southern Ontario Secondary School Athletics (SOSSA) association. This zone has as a general policy that students who transfer from one secondary school to another, and who wish to compete in inter-school sports, must complete Ontario Federation of School Athletic Association (OFSAA) transfer forms. Unless granted an exemption, transferring students are ineligible for those OFSAA sports in which they have competed at any time during the previous 12 months.